

Scope and Sequence for Equipping Your Students with the Necessary Technology Skills for a Successful Performance Task

Your students are going to create a performance task using technology at the Modification or Redefinition levels of the SAMR model. How can you help your students stay focused on the content and not on the technology while they are creating this project?

In the 5 skills charts below, make a list of all the skills related to the planning, creation, and presentation of that performance task that you expect your students to utilize. (You may add or delete rows to each chart as needed.) The goal is that you will help your students already have the majority of the technology skills necessary to create a successful product prior to the performance task production point of your unit.

Remember to think TPACK.

NOTE: The focus of this list is the technology components; however, elsewhere in your unit, you will also need to consider the human components (critical thinking, public speaking, cooperating with colleagues, rehearsing a dialogue before filming, etc.).

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What is the performance task for your unit?	The History Channel is creating a week long mini-series on the Civil War and are looking for an interesting, new look for the series. So, the History Channel's board of directions have constructed a contest to find someone to lead the project. You are a historical filmmaker that is trying to get your foot into the entertainment door, so you decide to enter the contest. The contest requires the participant to create a intro video presentation that is interesting, engaging and effectively summarizes the course and consequences of the Civil War. There are many other filmmakers trying for the job and therefore you must make your video informative, well-made and most of all succeed in being a hook for new audience for the History Channel.
What technology will students use to create the performance task (if more than one, differentiate between what is an option and what will be required)	The primary technology is iMovie, although some technologies (optional) that would aid he overall presentation would be: Garageband, a web browser's Youtube capture, and the Creative Commons search engine.
Lesson # in which students will create the performance task	After finishing lesson 6, as the performance task is their summative assessment.

1. Skills for **planning** the performance task (storyboard, outline, script, research of content, etc.)

Pre-requisite skill student will need to be able to successfully create the performance task	URL to, and description of, an online resource/reference that a student (or parent) can access to learn this skill independently (or refer to as a reminder)	How can you introduce this skill prior to the performance task either in an earlier lesson in this unit or in a prior unit? Briefly describe the learning activity.
Creating a storyboard to map out their ideas and their order in the product.	http://www.youtube.com/watch?v=65_3bq_0eSY The aspect ratio portion is less important, but the general formatting and tips would serve my students well.	I could introduce this skill in lesson 2, where my students will be filming and editing a monologue. I will have students, using a piece of printing paper, sketch out a series of boxes. Then I would give them a paragraph of text telling a story, which they would storyboard out.
Writing concisely (for movie titles and the like)	http://grammar.ccc.commnet.edu/grammar/concise.htm This is a how-to guide with tips on writing concisely	I could introduce this skill in lesson 1, where my students will be making timelines in Inspiration – where conciseness would serve them well. I will take a paragraph of wordy text and ask my student to edit it for conciseness, being able to talk it out in small groups.

2. Skills for **capturing** raw components that will be used in the performance task (recording video, capturing audio, searching for photos and graphics, understanding copyright and privacy, etc.)

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Downloading Videos from Youtube.	http://www.digitaltrends.com/computing/how-to-download-youtube-video-firefox-chrome-browser-plugins-addons/	I could introduce this skill in Lesson 2, when my student will create video monologues. They could have the choice of adding in other video

	This guide will show one how to download youtube videos onto ones computer using a computer's internet browser. [Works for both Macs and Windows!]	footage and I would have the link of how to do so posted on the class wiki.
Navigating Creative Commons	http://search.creativecommons.org/ Creative Commons requires only a little experimenting to figures out how it works, so this would not take long to get the hang of.	Creative Commons is something that I could use in all my lessons, so I would teach it to my students prior to Lesson One's product as an ongoing tool for them to use. I would have my students search for something they enjoy such as puppies and then practice citing that photo, video, documents, etc.

3. Skills for **editing/refining** the performance task (edit, transitions, manipulation, supplementing with music, inserting text, etc.),

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iMovie Editing	http://www.youtube.com/watch?v=PZcfLjegyCc This is an in-depth tutorial of iMovie, how to edit and use the newest version of iMovie. This would be an excellence resource to refer to during the project if a student is stuck.	I would introduce this in lesson two when my students create their monologue – although I would only introduce the basic editing skills that are required for that particular project. I would show in a small demo using a projector how to edit footage by making a fake one using clips on my computer.

4. Skills for **converting/exporting** a project file of the performance task (rendering video, exporting MP3 file, making an html version, etc.)

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Rendering iMovie	http://www.youtube.com/watch?v=xRo-QuwtVAU This is a tutorial of how to render/share iMovie videos once you're done with a project.	I could introduce this in tandem to the tutorial of iMovie I do for lesson two's final project. I would include this into my brief demo I would do of iMovie.

5. Skills for **making the performance task ready for the presentation** (uploading a video to youtube, setting a wiki's privacy to protected or public, sharing a Google Doc/Site/Survey/Presentation, using the presenter's tools in PowerPoint, etc.)

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Uploading video to youtube	http://www.youtube.com/watch?v=IOL7eWabLe0 How to video of uploading a video to youtube.	I could introduce this in lesson two as well, including how to upload videos to youtube into my demo of iMovie.
Linking video to wiki	http://help.wikispaces.com/Editing+a+Page A guide of how to do multiple edits on a wikispaces page.	I see this as an ongoing skill in my unit, so I would introduce this briefly in terms of telling students where to post their homework assignments.